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ABSTRACT

This document, which was developed for the orientation component of the adult education program at New River Community College in Virginia, contains lessons, forms, and other materials intended to assist teachers looking for orientation ideas that are clear, attractive, and easy to use and that integrate the goals of Virginia's Equipped for the Future (EFF) initiative. The document begins with background information about the EFF orientation project. Presented next are a form for submitting activities and a biographical sketch outline to be used in gathering biographical data from article authors who attended the project's year-end staff meeting. The remainder of the document consists of the following materials: (1) lifelong learning goals questionnaire; (2) handout detailing a writing assignment to allow students to state their expectations and needs while demonstrating creative thinking and their writing ability; (3) activity requiring project learners to develop personal learning plans; (4) activity designed to help use item analysis to identify their skill gaps; (5) activity allowing students to use item analysis to set short-term goals; (6) adult basic education student personal goals checklist; (7) activities to help learners develop project plans (an individual learning plan, a project plan, and a personal learning plan); and (8) orientation checklist. (MN)

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Charting a Course: Preliminary Needs Assessment Using Equipped for the Future

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INTRODUCTION

The Goal Setting Task Team met at the Giles Community Center on March 14 to decide how to present an Equipped for the Future (EFF) orientation project to the staff. Task Team members were Sue Barton, Babette Martin, Barbara Clark and Donna Lloyd. The contributing teachers listed below have strong feelings about adult education.

- Babette Martin has taught in adult education for 12 years in Giles County. Babette feels that "adult education is a rewarding job because most of the students appreciate your help." Her favorite quote is by Carl Bard, "Though no one can go back and make a brand new start, my friend, anyone can start now and make a brand new end."

- Jenny Bolte teaches in Giles County and Craig County, she designed the Independent Distance Learning Program used by New River Community College/ABE in 1999-2000. After seven years of teaching, Jenny feels that adult education is " the hardest, most fulfilling profession there is!" Her favorite quote is by Fred Glanz, World Champion Hog Caller, "You've got to have appeal as well as power. Your voice has got to convince the hogs you've got something for them."

- Donna Lloyd's favorite quote is "The only place success comes before work is in the dictionary." Donna has spent four years teaching at the Pearisburg Community Center and feels that adult education is exciting when the teacher "sees adults succeed—sometimes for the first time in their lives."

- Sue Barton taught at the Free Memorial Library in Dublin for three years before becoming Co-coordinator of the New River Community College/ABE program. Her favorite quote is, "Bloom where you are planted." Sue feels that "adult education is a vital service in our society today. I am hopeful that adult education will become recognized in educational circles as worthwhile and receive the proper funding that it deserves."

- Annie Rose Guppy has had several teaching jobs in Floyd County this past year. "It is a privilege to walk beside and learn from such open, persistent and courageous women and men as they take responsibility for their lives in this way. In adult education classes, we all teach, we all learn. We become a community, helping each other toward our goals. Adult education opens doors to a wide range of destinations, and, through a willingness to let go of old , limiting beliefs, adult learners walk (or run, or dance) through the door of their choice." Annie's favorite quote is "All my life I've been told I was slow. Now I know I can learn like everybody else."—Charlotte Wickline.

- Kimberly Simmons is a first-year teacher in the adult education program. Her class meets at a local Episcopal church. "I've discovered that adult learners come with a lot of baggage--a desire to learn, a quest for success, a need for recognition of accomplishment--the most wonderful baggage that I have ever encountered. They make every minute that I spend seem worthwhile and important. I have never heard more heartfelt and sincere thank yous than the ones they give." Kimberly's favorite quote is from Henry Ford: "Whether you think you can or whether you think you can't, you're right."

A flyer and a form for teachers to complete describing their learning activities were created in order to solicit activities at the next staff meeting on March 22. The group also created the criteria for evaluating the orientation entries. The team set deadlines and collection guidelines, and agreed to meet to review and select orientation activities after the deadline date.

Duties were assigned to the four team members present.

- Designing the flyer, Donna.
- Designing the submission form, Sue.
- Collecting activities, Barbara.
- Presenting project at staff meeting, Babette.

A reminder letter was sent from the main office encouraging teachers to contribute to this project. On April 25 Donna and Sue met to review submissions and assigned tasks to finalize the submitted articles.

The whole group met May 23 to finalize the report and match submitted activities to the new standardized form. The team created a biographical sketch outline to be used in gathering biographical data from article authors who attended the year-end staff meeting, May 24.

Attachments include the Orientation Activity form and the Biographical Sketch form. Also included are the eight model lessons appropriate for the orientation process as outlined in the New River Community College Adult Education Program Guide. This product is helpful for teachers looking for orientation ideas that are clear, attractive and easy to use integrating the goals of the Equipped for the Future initiative.

ORIENTATION ACTIVITY

Form

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: _____

PURPOSE: _____

_____

OBJECTIVES:

_____

_____

_____

MATERIALS: (attach handouts),

DESCRIPTION OF ACTIVITY:

TIME:

COMMENTS:

TEACHER'S BIOGRAPHICAL SKETCH

NAME:

WHERE YOU TEACH:

HOW LONG HAVE YOU BEEN TEACHING ADULT EDUCATION?:

FAVORITE QUOTE:

HOW DO YOU FEEL ABOUT ADULT EDUCATION?:

ORIENTATION ACTIVITY

Activity One

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Who am I?

PURPOSE:

This whole group, pre-goal writing, self-assessment session prepares the learner to think more deeply and broadly about his/her goals and his/her life direction.

OBJECTIVES:

To deepen and broaden learners' thinking about their life.

To stimulate the learner's sense of possibility about life change and to awaken their desire to grow.

To clarify learners' awareness of themselves – their abilities,limitations and their level of motivation to improve.

MATERIALS: (attach handouts)

Lifelong Learning Goals Questionnaire

DESCRIPTION OF ACTIVITY:

Teacher initiates a discussion of how people direct their lives and motivate themselves to grow by setting goals. Learners are asked to suggest examples of practical, everyday goals, long term goals and life-changing ("BIG") goals. The teacher introduces the values of periodic self-assessment. Learners and teacher describe personal experiences using self-knowledge as a basis for making life-changing decisions. Lifelong Learning Goals Questionnaire is introduced and distributed.

Teacher reads the questionnaire directions aloud:
"This questionnaire lists abilities that each of us has developed to some extent. These abilities are in the areas of Communication Skills, Decision–Making Skills, Relationship Skills, and Lifelong Learning Skills. Please read each statement (or the teacher can read each statement aloud, clarifying and expanding on items, as needed) and circle the response that is true for you – Always, Sometimes or Never." Answer all questions.

Learners are given time to complete the questionnaire. Teacher assists individuals as needed.

When everyone has finished, ask each learner to choose one of their abilities and describe to the group how improving his/her skill level in this area would affect his/her life. If the teacher participates in the questionnaire, he/she can lead with his/her example.

Lastly, direct learners to review the items in the questionnaire again, starring those abilities in which they want to increase their skill level. In a subsequent session, learners and the teacher will develop specific learning goals and strategies around these chosen abilities.

TIME: 30-40 minutes

COMMENTS:

Questionnaire items are derived from the EFF Standards for Adult Literacy and Lifelong Learning – Skill Descriptions for Standards. May 1999. National Institute for Literacy.

LIFELONG LEARNING GOALS QUESTIONNAIRE

	Always	Sometimes	Never
Communication Skills			
1. I read with understanding.			
2. I communicate my ideas in writing.			
3. I speak so others can understand my ideas.			
4. I listen well: (pay attention to speaker, ask questions for clarity, and connect new information with what you know.)			
5. I watch television and other media consciously, analyzing the accuracy, bias, and usefulness of the information and images.			
Decision Making Skills			
1. I use mathematics in problem solving: understand and work with numbers, graphs, charts, and tables.			
2. I solve problems and make decisions: identify problems and their causes, generate solutions, select the best solution, and evaluate if it has been effective.			
3. I make plans: set goals, develop strategies to meet goals, carry out plans, and evaluate their effectiveness.			
Relationship Skills			
1. I cooperate with others.			
2. I take responsibility for influencing my family and community.			
3. I resolve conflicts/negotiate solutions.			
4. I guide others and learn from others.			
Lifelong Learning Skills			
1. I take responsibility for my own learning.			
2. I reflect on my life and evaluate where I am.			
3. I learn through a process of research.			
4. I use information and communication technologies (computers, internet, etc.).			

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ORIENTATION ACTIVITY

Activity Two

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Writing Assignment

PURPOSE: To allow student to demonstrate creative thinking and writing ability,
To gather helpful goal setting information about the student,
To assess students expectations and needs,

OBJECTIVES:

To give students an opportunity to express their thoughts about learning and adult education.
To give students an opportunity to articulate their expectations and learning needs.
To create a benchmark from which to measure successive writing activities.
To gather information helpful for resource determination.

MATERIALS: (attach handouts)

Writing assignment handout.

DESCRIPTION OF ACTIVITY:

Teacher reads the activity sheet to the learner.
Teacher and learners brainstorm reasons for choosing to enroll in class.
Students are allowed the choice of doing the writing in class or taking the assignment home.

Teacher reads part two of the Writing Assignment.
Students and teacher discuss what kinds of learning can take place in class.
Student completes the second writing activity.

TIME:

Varies, depending on whether or not the student takes the assignment home...approx. 20 min.

COMMENTS:

The teacher gains more information than specifically asked for in the questions. Teacher gets a feel for the language ability of the student, vocabulary, grammar skills, ability to construct sentences. Teacher gains a feel for what is on the student's mind and helps to frame goal setting activities. Students value the writing assignment and will ask what the teacher thinks about the piece. Students are concerned that the teacher understands their meaning. This activity is used later to gauge student progress.

Name: _____

Date: _____

In the space below, write a short description explaining (1) your reasons for choosing to enroll in this class and (2) what you want to learn from this class. This will help me plan for your learning experience.

ORIENTATION ACTIVITY

Activity Three

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Personal Learning Plan for a Project Learner.

PURPOSE: To document what the learner wants to do and why.

OBJECTIVES:

To allow the student an opportunity to articulate their long- and short-term goals.
To provide a method by which students will be able to monitor their progress.
To plan for the session.

MATERIALS: (attach handouts).

Personal Learning Plan form.

DESCRIPTION OF ACTIVITY:

Teacher discusses the definition of goals with students.
Students brainstorm long-term goals. Students and teacher discuss the difference between long- and short-term goals.
Students will fill out the form and will discuss barriers that might prevent them from accomplishing their goals

TIME: 1 hour.

May be broken up into discussing long-term goals on one day and short-term goals on another day.

COMMENTS:

It is important for students to understand and be able to articulate their short-term goals.
Short-term goals need to be measurable and realistic.

PERSONAL LEARNING PLAN

The LONG-TERM GOAL must:

- **Be something the learner wants to accomplish in 1-3 years**
- **Be in the following form:**

I WANT TO_____

IN ORDER TO_____.

SESSION GOALS (What I want to be able to do by the end of the 12-week session)

#__

#__

#__

HOW I WILL KNOW I'VE REACHED SESSION GOALS

WHAT I NEED TO KNOW TO REACH SESSION GOALS

SKILLS I NEED TO DEVELOP TO REACH SESSION GOALS

ORIENTATION ACTIVITY

Activity Four

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Using Item Analysis to Identify Skill Gaps.

PURPOSE: To help students identify strengths and weaknesses.

OBJECTIVE: To help students take responsibility for their learning by reviewing their assessment.

MATERIALS: (attach handouts).

TABE Assessment instrument.
Item Analysis form.

DESCRIPTION OF ACTIVITY:

1. Student takes the TABE assessment battery.
2. Student and teacher correct the test.
3. Student uses the Item Analysis to identify weaknesses by circling numbers that correspond to their incorrect test questions.
4. Student writes them on the left side of the Student Item Analysis Worksheet.

TIME: 5 to 10 min. (after the TABE is completed)

COMMENTS: This activity is helpful to increase the student's awareness of areas in which to concentrate their study.

Name:_____
Date:_____

Scores:
Reading: _____ Applied Math: _____ Total Math:_____
Language:_____ Spelling: _____

ITEM ANALYSIS

Test 1: Reading: TABE Form 7 Level D	
1. Words in context: some meaning 2. Recall information: details 3. Recall information: started concepts 4. Construct meaning: character aspects 5. Construct meaning: conclusions 6. Construct meaning: main idea 7. Evaluate/extend meaning: genre 8. Construct meaning: cause/effect 9. Words in context: some meaning 10. Recall information: stated concepts 11. Construct meaning: summary /paraphrase 12. Interpret graphic information: index 13. Interpret graphic information: index	14. Interpret graphic information: index 15. Interpret graphic information: index 16. Interpret graphic information: index 17. Interpret graphic information: reference sources 18. Interpret graphic information: reference sources 19. Construct meaning: conclusion 20. Evaluate/extend meaning: style techniques 21. Evaluate/extend meaning: fact/opinion 22. Evaluate/extend meaning: apply passage element 23. Evaluate/extend meaning: apply passage element 24. Construct meaning: compare/contrast 25. Construct meaning: main idea

Test 2: Mathematics Computation: TABE Form 7 Level D	
1. Decimals: addition 2. Multiplication w/ regrouping by 2+ digits 3. Multiplication w/ regrouping by 2+ digits 4. Division w/o remainder by 2+ digits 5. Division w/o remainder by 1 digit 6. Fractions: subtraction 7. Decimals: subtraction 8. Fractions: division	9. Decimals: multiplication 10. Fractions: division 11. Integers: division 12. Percents 13. Integers: addition 14. Percents 15. Integers: subtraction

ITEM ANALYSIS

Test 3: Applied Mathematics: TABE Form 7 Level D	
1. Pre-algebra / algebra: number sentence 2. Numeration: number line 3. Pre-algebra / algebra: equations 4. Pre-algebra / algebra: applied algebra 5. Geometry: logical reasoning 6. Estimation: estimation 7. Number theory: percent 8. Number theory: percent 9. Pre-algebra / algebra: function, pattern 10. Computation in context: whole numbers	11. Computation in context: fractions 12. Number theory: percent 13. Computation in context: whole numbers 14. Measurement: time 15. Numeration: word names 16. Computation in context: whole numbers 17. Data interpretation: graph 18. Data interpretation: graph 19. Number theory: percent 20. Geometry: plane figures 21. Geometry: triangles 22. Geometry: solid figures

Test 4: Language: TABE Form 7 Level D	
1. Sentence combining: compounding 2. Sentence combining: adding modifier 3. Capitalization/punctuation/writing convention 4. Quotation marks 5. Comma: appositive 6. Topic sentence 7. Sequence 8. Unrelated sentence 9. Unrelated sentence 10. Comma: compound sentence 11. Pronoun: reflexive 12. Capitalization: first word 13. Letter part: date 14. Letter part: city/state/zip 15. Letter part: salutation	16. Choose between adjective/adverb 17. Use negatives 18. Tense: perfect 19. End mark: question 20. Adverb: comparative 21. Use negatives 22. Sentence clarity: verbosity/repetition 23. Pronoun: demonstrative 24. Choose between adjective / adverb 25. Sentence clarity: nonparallel structure

Student Item Analysis

(Areas to review)

Student Name _____

Reading	*Math*
Language	*Spelling*

ORIENTATION ACTIVITY

Activity Five

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Using Item Analysis to Set Short-Term Goals.

PURPOSE: To help students identify strengths and weaknesses and set session goals.

OBJECTIVES:

To help students take responsibility for their learning by choosing their own goals.

MATERIALS: (attach handouts).

TABE Assessment instrument.
Item Analysis form.
Item Analysis Review form.

DESCRIPTION OF ACTIVITY:

1. Student takes the TABE assessment battery.
2. Student and teacher correct the test.
3. Student uses the Item Analysis to identify weaknesses and writes them on the left side of the review form.
4. Teacher advises student of concepts that the student can work on to improve the weaknesses identified on the TABE and writes on the right side of review form.

TIME: 5 to 10 min. (after the TABE is completed).

COMMENTS: This activity is helpful to increase the student's awareness of areas in which to concentrate their study.

ITEM ANALYSIS REVIEW

Student Name:_____ **Date:**_____

Student Choices: List 3 areas of weakness from the TABE Item Analysis	**Teacher Suggestions:** Concepts student can work on to improve stated weakness
1.	
2.	
3.	

ORIENTATION ACTIVITY

Activity Six

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Personal goals checklist .

PURPOSE: To frame the learner's educational experience by taking inventory of strengths and weaknesses in each of the three adult roles identified as EFF goals.

OBJECTIVES:

Student will reflect on each area of responsibility in their life.
Student will evaluate their responsibilities and needs.
Student will be assisted in articulating their goals.

MATERIALS: (attach handouts).

Personal Goals Checklist form.

DESCRIPTION OF ACTIVITY:

Student and teacher will review form and clarify vocabulary barriers.
Student will honestly answer how well he/she believes they can accomplish the listed tasks.
Teacher and students will identify the areas of strengths and weaknesses.
Teacher will guide student towards resources that will help bridge the widest gaps.
Teacher will match student with a peers who can compliment his/her weaknesses. Each student will have an opportunity to help other students.

TIME: 1 hour.

COMMENTS:

This exercise was developed using Literacy Volunteers of the New River Valley's goals checklist for level one learners and the EFF framework for categorization of goals.

ADULT BASIC EDUCATION

PERSONAL GOALS CHECKLIST

NAME:_____ DATE:_____

WORKER GOALS:

PREPARING TO WORK:	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
Understand help wanted ads					
Research career options					
Enter a job training program					
Pass a test for a job					
Fill out a job application					
Write a resume and cover letter					
Learn to handle a formal job interview					
IMPROVING SKILLS FOR THE JOB:					
Learn to type					
Demonstrate basic computer skills					
Complete work forms					
Read and understand manuals					
Read and understand workplace signs, notices, memos					
Read and understand paycheck stub					
Write memos/notes/messages at work					
OTHER:					

COMMUNITY GOALS:

FOR ACCESS:	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
Use library resources					
Read the newspaper					
Learn about the candidates for public office					
Understand political issues					
FOR VOICE:					
Register to vote					
Vote					
Write a letter to the editor					
Get more involved in church					
Join a civic group or committee					
FOR INDEPENDENT ACTION:					
Get a driver's license					
Read signs & maps					
Read menus					
Use the telephone book					
Read transportation schedules (bus, train, airplane)					
Volunteer in the community					
OTHER:					

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ADULT BASIC EDUCATION

PERSONAL GOALS CHECKLIST

NAME:_____ DATE:_____

FAMILY GOALS:

WANT TO BE ABLE TO:	CAN DO	CAN DO WITH HELP	CAN'T DO	WANT TO DO	NO INTEREST
Make and follow a budget					
Organize financial records					
Understand how bank accounts work					
Understand housing issues (tenant rights, billing)					
Comparison shop and use coupons					
Complete a tax form					
Use recipes					
Write for pleasure (letters, poetry, journal, stories, other)					
WOULD LIKE TO KNOW ABOUT:					
Educational activities for children					
Disciplining children					
Improving children's self esteem					
Helping children in the public school system					
Good nutrition					
Family counseling					
Alcohol/drug abuse treatment resources					
Family abuse resources					
Health care resources (vision, dental, medical)					
Learning styles and personality styles					
Handling stress					
PARENTING GOALS:					
Read to children regularly					
Help children with homework					
Volunteer in child's school					
Read and write notes for child's school					
OTHER:					

ORIENTATION ACTIVITY

Activity Seven

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Helping Students Develop Project Plans.

PURPOSE: The purpose is to provide a format for organizing learning projects.

OBJECTIVES:

Learners will think critically about three things: projects in which they would like to be engaged to accomplish their long-term goals, how they can take responsibility for their own learning, and challenges (or solutions) to finding success in the class.

MATERIALS: (attach handouts).

Individual Learning Plan; Project Plan.

DESCRIPTION OF ACTIVITY:

- The teacher begins the activity by talking about project-based instruction.
- The teacher and students go over the questions; then, the students are given the form to take home and look over.
- The next class period, the students and teacher go over the questions. Depending on the level of the student, the questions are completed either by the student or the teacher.

TIME: 30 minutes.

COMMENTS:

This Individual Learning Plan is great for project learners. The Personal Learning Plan that is also included is good for non-project learners, i.e. pre-GED, literacy level or intermediate.

ACCESS

Individual Learning Plan

Name:_____ **Date:**_____

Long-term Goal:_____

_____

- **These are some things I want to know and be able to do (or do better) that will help me reach my long-term goal:**

VOICE

- **These are some things I can do to take responsibility for my own learning:**

- **These are some challenges I may encounter that may prevent me from reaching my long-term goal:**

- **These are some solutions to my challenges so I will succeed in this class:**

- **These are some learning projects in which I would like to be engaged to help me reach my long-term goal:**

Project	Date Started	Date Completed

BRIDGE TO THE FUTURE

Adapted from the Craig County Adult Education Program

INDEPENDENT ACTION

NAME:_____ DATE: _____

PROJECT PLAN:

Project Title:_____

- **In this project, I am trying to:**

- **The purpose of my project is:**

- **The goals of this project are:**
  Prioritize the goals by placing a number by each goal:

- **I will engage in these activities to accomplish each goal:**

- **I will use these skills to help me carry out the activities:**

How I plan to monitor this plan's progress in accomplishing the project:

How I can evaluate this plan's effectiveness in helping me achieve the goals of the project:

PERSONAL LEARNING PLAN

Name:_____

Learning Style (if identified):_____

Session Date:_____

Long-term Goal: _____ **in order to**_____

SESSION GOALS (What I want to be able to do by the end of the session)	**HOW I WILL KNOW** I've reached session goals	**WHAT I NEED TO KNOW** To reach session goals	**SKILLS I NEED TO DEVELOP** To reach session goals	**WHAT MATERIALS I WILL USE** To reach session goals
#__				
#__				
#__				

HOW I WILL REACH SESSION GOALS: (check all that apply)

- ❑ Complete Assignment Packages on time
- ❑ Organize my materials
- ❑ Make flashcards
- ❑ Study___ hours each week
- ❑ Study while children do homework
- ❑ Talk to people about what I am learning
- ❑ Create a word bank
- ❑ Read newspaper, magazines, books at least ___ hours every week
- ❑ Take notes on what I read
- ❑ Complete ___ pages total on my textbooks each week
- ❑ Make charts/graphs/drawings to make sense out of what I read
- ❑ Watch videos about subjects related to my goals
- ❑ Make tapes about my readings and listen to them
- ❑ Use pictures or things I can move around to understand math
- ❑ Other_____

CHALLENGES to meeting my session goals:	**Possible SOLUTIONS:**
DATES:	**NOTES:**

ORIENTATION ACTIVITY

Activity Eight

CATEGORY: (please underline)

*Introduction of program *Goal Setting *Needs Assessment *Background Information *Learning Styles

TITLE: Orientation Checklist.

PURPOSE: To make sure all necessary aspects of the ABE program are introduced.

To monitor student testing properly.

To help teacher maintain organized record keeping.

OBJECTIVES: To conduct an organized orientation session effectively and completely.

MATERIALS: (attach handouts).

Orientation Checklist

DESCRIPTION OF ACTIVITY:

The Orientation Specialist uses the checklist to keep track of what material needs to be covered during the orientation process. The checklist includes the times needed for both the Locator and TABE Survey for a quick reference. It can also help with record keeping to make sure you have all the necessary paperwork for the student folder.

TIME: Generally, 4 hours minimum.

COMMENTS: Checklist can be easily adapted to any program.

ORIENTATION CHECKLIST

TOPICS TO DISCUSS	DATES	✓
Introduction of class, rationale, schedule, etc.		
Who are you? Why are you here? Can I help you?		
Discussion about "Why are you here?"		
Discuss "Long-Term Goals"		
Locator		
What will it take to reach the Long-Term Goal? Possible barriers to reaching their goal.		
TABE and Item Analysis		
Learning Style Inventory		
Personal Goal Checklist		
Discussion of "Short Term Goals"		
Introduce Individual Learning Plan (ILP) (discuss 4 purposes)		
Discuss TABE scores with student & offer advice about strengths and weaknesses		
Use TABE results to help students fill out the rest of the ILP		
Forward the ILP to the classroom teacher		

Locator:

Reading: (18 minutes)	Start:	Stop:
Math: (16 minutes)	Start:	Stop:
Language: (16 minutes)	Start:	Stop:

TABE:

Reading: (25 minutes)	Start:	Stop:
Math Comp: (9 minutes)	Start:	Stop:
Applied Math: (25 minutes)	Start:	Stop:
Language: (18 minutes)	Start:	Stop:
Spelling: (10 minutes)	Start:	Stop: